DOCUMENT RESUME

ED 270 206 PS 015 829

AUTHOR Adams, Brian
TITLE Training of Unskilled Child Care Providers: An In-House Program to Overcome Management's Financial Constraints.
PUB DATE 86
NOTE 106p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Check Lists; *Child Caregivers; Classroom Observation Techniques; *Day Care; Early Childhood Education; Educational Objectives; *Inservice Teacher Education; Personnel Evaluation; Pretests Posttests; *Private Education; Questionnaires; *Staff Development; *Teacher Improvement; Tests

ABSTRACT

An in-house staff development program was designed and implemented for unskilled child caregivers employed at Tiny Tots Educare Academies, Inc., a privately owned and operated child care center located in Ellenton, Florida. Employees had little knowledge of child development and other topics related to early childhood education and, therefore, could not independently plan, prepare, and implement a total preschool curriculum. Inservice education classes were held for 3 hours two evenings per week for 10 weeks. Topics covered were child growth and development, curriculum design/learning environment, behavior management, the law and children, health and nutrition, classroom and program management, history and background, parental relations, safety and children, staff relations, first aid, and CPR. To help staff assimilate the information provided, an experienced, qualified child care professional was hired to advise, observe, and teach the participants after training. Results of the practicum study seem to indicate that management/ownership can effectively conduct a portion of their own inservice program. Trainees' posttest scores for cognitive outcomes were markedly higher than their pretest scores. No definite conclusion could be drawn about changes in trainees' professional attitudes or career and goal orientations. Related materials are appended. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Adams

P R A C T I C U M

REPORT

ED270206

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Center for the
Advancement of Education
Ed.D. Program

Training of Unskilled Child Care Providers:

An In-House Program to Overcome Management's

Financial Constraints

PS 015829

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Brian F. Adams

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

N O V A U N I V E R S I T Y

Report PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Mr. Ted Williams, Principal
Blackburn Elementary School
3904 17 Street East
Palmetto, Florida 33561

Date: 1/15/86 Signature: Ted A. Williams

Date: January 15, 1986

This practicum report was submitted by Brian Adams under the direction of the reviewer listed below. It was submitted to the Ed.D. Program in Early Childhood Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

APPROVED:

3/30/86 Walter Schurman, Ed.D.

Date of Final Approval Name and Degree of Reviewer

FS 015825

Training of Unskilled Child Care Providers: An In-House Program to Overcome Management's Financial Constraints

by

Brian Adams

Cluster XVII

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY
1986

ACKNOWLEDGEMENTS

Special thanks is given to Drs. Marilyn Segal and Abbey Manburg for permission to use some of the pretests from their co-authored book, All About Day Care (trainee's manual). Those included: Health, Safety, Language, Physical, Cognitive, and Creative.

Thanks also to Bradenton Travel Service, Gary Plum, Vice President for the use of their computer, printer, and word processing programs. It was a real time saver and an excellent learning experience.

To Mrs. Margene Wampole, friend and fellow educator, I give special thanks for her time and effort in editing this report. Her "graceful" suggestions were appreciated and welcomed.

And finally, thanks to my wife, Pat, and my children, Rachel and Amanda, for their many "husbandless" and "fatherless" nights at home. I know they share my dreams...and understand.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS....iii

TABLE OF CONTENTS....iv

LIST OF TABLES....vi

ABSTRACT....vii

CHAPTER

I INTRODUCTION....1

Facility Background....1
Property Background....2
Community and Location Factors....3
Writer's Role and Responsibilities....4

II STUDY OF THE PROBLEM....6

Description of Problem Situation....6
Evidence of the Problem....10
Causes of the Problem....14
Literature Review....18

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS..23

Statement of Goals....23
Behavioral Expectations....23
Evaluation Instruments....25

IV SOLUTION STRATEGY....28
Discussion and Evaluation of Solutions....28
Solution Strategy Selected....32
Description of Selected Solution....32
Notes on Methodology....39
Comments on Child Care Program....40

V RESULTS, CONCLUSIONS, AND RECOMMENDATIONS....42
Results....43
Conclusions....51
Recommendations....52
Dissemination Plans....53

REFERENCES....54

Appendices
A PARENTAL QUESTIONNAIRE....57

B PERMISSION TO USE TESTS....59

C PRETEST AND POSTEST....61

D SAMPLING OF TUITION COSTS.....78

E STAFF ATTITUDE AND PROFESSIONAL GOAL QUESTIONNAIRE.....80

F COURSE OBJECTIVES.....83

G PRESCHOOL PROGRAM OBSERVATION CHECKLIST.....89

H CLASS ORGANIZATION AND FORMAT.....92

I ADDITIONAL INFORMATION TO THE IMPLEMENTATION PROCESS.....95

LIST OF TABLES

Table		Page
1	Parental Questionnaire Results	13
2	Employee Pretest Results	14
3	Employee Pretest and Posttest: A Comparison	44
4	Questionnaire Results: Staff Attitude and Professional Goals for Questions 1-5	46

ABSTRACT

Training of Unskilled Child Care Providers: An In-House Program to Overcome Management's Financial Constraints. Adams, Brian F., 1986; Practicum Report, Nova University Ed.D. Program in Early Childhood.
Descriptors: Child Care / Day Care / Teacher Training / Preschool Training / Preschool Education / Preschool Children / Early Childhood Education / Primary Education / Child Caregivers / Preschool Staff/ Child Care Occupations / Child Care Management / Inservice Education / In-House Child Care Training

This practicum addressed the need of a child care center's ownership and management to effectively train their own unskilled staff in the basic skills needed as child care providers. The general premise was that private child care establishments could not afford to hire already certified teacher personnel; therefore, one alternative would be to rely on the in-house training of their own staff. The literature review provided information on a great number of programs (including the CDA program), all of which were training programs external to the actual child care facility.

The writer's goals were to devise and implement an in-house program which would enable management to offer an ongoing, localized training program to offset the financial constraints imposed by having to hire highly trained, college-degreed personnel. In designing this program, the writer organized a training program which addressed the major functional areas that the writer felt were needed at his facility. The project entailed a total of 76-hours of training conducted primarily by the writer at his facility.

The results seem to indicate that management/ownership can conduct a portion of their own in-house program for child care providers. There were marked increases in written posttest scores for cognitive knowledge gain on the part of trainees. No definitive conclusion could be drawn about any changes in professional attitude or career and goal orientation of staff members.

CHAPTER I

INTRODUCTION

Facility Background

Tiny Tots Educare Academies, Inc. was a business which operated a child care facility with the license to serve 45 children in a 1500 square foot "home" and an additional 1000 square foot converted garage and storeroom. The buildings were of frame structure with a late 1950's mode of construction. The president of the corporation, the writer, and secretary/treasurer, his wife, personally owned the structures and property and leased them back to Tiny Tots for use in the child care capacity.

Prior to August 1, 1984, the business was operated as King's Tiny Tots, a sole proprietorship, within the main, larger building. It also served as home to the former owners.

In 1979 a small babysitting service was established. It grew into a child care business within two years. At that time, licensing and zoning rules and procedures were effected as required. Those included fire and safety regulations, square footage limitations, driveway access improvements, fencing and play areas, and myriad other changes to meet the law requirements for this type of business.

On August 1, 1984, when the facility was purchased by the writer, the buildings housed the child care business only. In addition, the uncompleted converted garage structure was improved and primarily finished. It gained Health Department approval in September, 1984, for use as an additional area for children.

The main building included four rooms, staff lounge, kitchen, and bathroom. One room was approximately 450 square feet and served as the primary classroom. The second building contained four smaller rooms, partial kitchen, and bathroom. There was one additional bathroom with an outside entrance off the second building. A covered walkway connected the two buildings.

Property Background

The property was located in a generally residential neighborhood with commercial property located directly north and west. However, the property to the west contained a stately home and was not used in a commercial capacity.

The Manatee County Commission, with the recommendation of the Planning and Zoning Department, granted a special exception for the property to be used as a "day care" with a maximum number of 60 children. This special exception was granted approximately 30 days prior to the writer's assumption of title and was a contingent factor in completing the sale. This exception was separate from the

Health Department license to serve 45 children.

Community and Location Factors

Tiny Tots Educare Academies, Inc. was located in the village of Ellenton, Florida, an unincorporated area approximately four miles northeast of Bradenton, Florida, the county seat of Manatee County. The community boasted a service station, walk-in medical clinic, two restaurants, four banks, a post office, and other small businesses. It had no industry but was in a rapid residential growth state. Interstate 75 passed one mile east of Tiny Tots. Route 301, a major local and state road, was the main thoroughfare through Ellenton and passed one block north of the child care center.

Manatee County was located 35 miles south of Tampa and 5 miles north of Sarasota. The county had a population approaching 200,000. Major industries included Tropicana, Miller Trailers, and the Siemans-Allis Corporation. The Gulf of Mexico and adjacent island communities were 10 miles southwest.

Ellenton and other eastern Manatee County areas faced the largest thrust of population influx since there was reasonably priced land for homes and businesses still available. The population creep, once from Bradenton west, centered from Bradenton east and included Ellenton and other

rural communities.

Tiny Tots, therefore, was located in a rapidly growing area, and was one of only two child care facilities in Ellenton. Its potential for growth was seemingly positive and, except for the non-modern appearance of the facility, could have quickly filled to capacity with increased advertising, further new family influx in the area, and the development of a fine reputation for quality child care.

Writer's Role and Responsibilities

The writer and his wife were the majority stockholders (84%) of Tiny Tots Educare Academies, Inc. and, as previously stated, personally owned the property and all improvements thereon. The writer was employed as a full-time grade one teacher in the Manatee County Schools while the writer's wife was assistant manager of a local travel agency. Neither the writer nor his wife chose to work at the facility and, because of economic considerations, planned to remain at their intended occupations.

Tiny Tots was an additional venture which was designed to (a) supplement the writer's financial portfolio, and (b) make a positive impact on the child care business. Therefore, it was the writer's intent to create a reputable and popular child care facility suitable for possible business expansion in Manatee County.

The writer's expertise in the child care business was limited to primary school experience and college courses in early childhood education. The writer did not have a major business background and Tiny Tots was the first enterprise of this kind that he had undertaken. Although only in operation seventeen months, Tiny Tots was providing a challenging business experience.

Additionally, the writer had undertaken the Ed.D. program in Early Childhood Education at Nova University of Ft. Lauderdale to enhance skills in the field, increase credibility as it related to the child care business, and add to credentials for future career changes within the public school system.

The writer, who assumed primary responsibility for the daily operation of Tiny Tots, performed various functions. Among those were setting policy and procedures, performing all business related functions of the corporation, housekeeping and grounds maintenance, insuring conformity and compliance to local and state laws as they related to the child care business and Florida corporations, and designing and teaching curriculum and methodology to the paraprofessional lay staff, the focus of this report.

CHAPTER II

STUDY OF THE PROBLEM

Description of the Problem Situation

Tiny Tots Educare Academies, Inc. was operated and staffed on a day-to-day basis by three full-time and three part-time employees. The full-time employees worked 40 hours per week with one of them in a manager's position. The part-time staff worked approximately 10-15 hours per week. No employee had any child care credentials or extensive work experience in the area of preschool/child care education. The only person bearing any credentials was the writer who did not work at the facility. His role was explained in Chapter One.

Since the facility was open from 6 a.m. to 6 p.m., Monday through Friday, there were 60 hours of child care time that had to be adequately staffed. No employee was allowed to work overtime due to expense factors, and the schedule was cumbersome and complicated. Extreme care was taken to insure that there were no overlapping hours beyond that which was required by law, vis-a-vis the number of children present. The working staff, with the exception of one, had all been employed three or more months.

Previously, the preschool "program" was limited to "keeping the children occupied" and, from writer

observations, resembled more of a custodial-care situation. On many occasions the writer observed color-in-the-line picture "activities," excessive television use, and, the closest activity to a preschool program, circle singing. Beyond these types of activities, long mandatory naps and outside free play seemed to "round out" the day. A curriculum model was not utilized, albeit discussed. Indeed, it seemed that no one was interested anyway. "It was a job that I could bring my children with me," quipped one former staff member.

As the writer assumed control, he had great expectations for the facility and the operation. A curriculum model was developed and included, among other pedagogical concepts, cognitive, social, motor, and creative skills. However, not being present at the facility to help implement the program, the writer soon realized that staff members did not understand even limited educational language and they simply did not wish to bother with lesson plans, implementing creative ideas, or suggested daily schedules. The writer was unable to provide positive direction. The assumed reasons for this included:

1. Staff members lacked interest.
2. Staff members did not have any background in child growth and development and educational methodology to successfully implement a proposed curriculum.
3. The writer realized a need to address

business related issues--collections, cash flow, advertising, etc.--and therefore, lost interest in promoting a program and gained interest in business survival instead.

4. The writer observed that, although staff members indicated a positive response on their initial employment application to "inservice training," employees would not devote off time to learn the necessary skills without expecting some sort of compensation.

5. The staff position at Tiny Tots was not a career-oriented, long-term employment opportunity. The typical low-wage scale and the well-known nature of the child care industry for limited advancement opportunities created an uncomfortable turnover rate, both for the children and the management.

An interesting and possibly viable solution to some of these types of problems was reported by Klein and Lombardi (1982).

The CDA (Child Development Associate) was a program which was gaining acceptance and fulfilling a need to train individuals in preschool curriculum and methodology. The awarding of the CDA certificate was a credential which afforded the public the knowledge that the individual awarded the certificate was trained to teach in the preschool environment. The CDA was also made to

feel that her expertise was unique, valuable, and career oriented.

The importance of this attitudinal staff position was reported also by Clarke-Stewart (1982) in a day care checklist provided for parents to rate potential centers for their children. One of the questions addressed suggested: "...adults are interested in child care as a career (attend meetings, read books, are part of a day care network support system, have ties to community groups) not just as a temporary job (ask)."

Of note was the fact that there was no assumption being made by the writer that "certified personnel" would naturally become leaders and carry out a program. The belief was that increasing staff expertise, enhancing career potentials, and providing an environment conducive to top quality care for children would not only increase enrollment (and gross income) but at the same time afford a more stable, profitable business able to support long-range goals in career advancement and financial rewards for everyone involved.

The most overriding obstacle to developing a highly recognized preschool program for the children from two to five, however, was the most challenging. Due to the highly competitive nature of the business, the generally low weekly rate charged ($37.50-$39.50), and the Health Department requirements for staff/child ratios (average 1 to 13),

the writer was unable to financially afford a "certified teacher" to organize and implement a well-defined preschool program. There was no on-premises leader to carry out the program. Therefore, there was no real program or plan working.

Tiny Tots Educare Academies, Inc. faced a serious problem. Staff members hired as "teachers" and child care providers at Tiny Tots were unskilled in child growth and development, preschool curricula/instruction, nutrition, health, and safety and, therefore, did not operate independently (within the models of early childhood programs) to plan, prepare, and implement a total preschool curriculum.

Evidence of the Problem

The questions arose at this point: Who really cared? Were parents really concerned? Did it make a difference to anyone if there was an organized curriculum model as long as the children were physically cared for?

Available evidence was continuing to mount which indicated that staff qualifications were important to a preschooler's growth. As Spodek reported (1980), The National Daycare Study found that child-related training and experience was more important than the number of years of formal education. These experienced child care personnel spent more time in social interaction with children. The

children were more cooperative and persistent in their work and less frequently uninvolved in tasks and activities. Finally, the children made greater gains in the "Preschool Inventory in centers where the proportion of teachers having child-related education/training was higher."

Segal and Manburg (1981) report:

> More and more mothers are going back to work so that child care is becoming more of a necessity and less of an option.
>
> More and more parents are becoming knowledgeable about child care curriculums and about the intellectual potential of young children. Parents will continue to ask for a warm, safe, supportive climate for their children but they will also ask for intellectual stimulation.
>
> More and more government agencies are taking a hard look at standards, training, and licensing requirements. The larger the use of child care facilities, the greater the need for regulation
>
> More and more research regarding the effectiveness of day care is being published (p. 17).

The writer believed that these assumptions reflected the trend within the American mileau. The majority of parents would both have to work and, therefore, would become more selective and critical of the child care centers available; they would spend their money on what they

perceived to be the best. Money would still play an important role. The writer felt that competition would "weed out" the custodial care centers in favor of those that offered excellent preschool programs and complete care for the child. Finally, there was an intrinsic value for the writer in being a part of the exemplory center that Tiny Tots was to become. Quality, the writer thought, would have success in the long run; and being an integral part of a highly successful preschool and child care facility was a personal goal.

The true existence of the problem discussed was shown by the following methods:

1. Parental Questionnaire

Was the preschool experience and the daily well being of the child important to parents? How important?

Parents of current children enrolled were given a questionnaire surveying their priorities in regards to the Tiny Tots' experience for their children (see Appendix A). It was shown by the questionnaire results that parents felt experience and training of personnel was among their top priorities. Spodek's (1980) report indicated this idea.

Table 1

Parental Questionnaire Results

Priorities of Child Care	Average Score
Medical emergencies	5.00
Staff turnover	4.75
Experience/training	4.75
Child's eating patterns	4.25
Preschool experience	4.25
Staff knowledge of health problems	4.25
Staff knowledge of nutrition	3.75

Note: A score of 5.00 indicates "very important" and was the highest possible score. A score of 1.00 was considered "not important." The scores are the average of 12 parents who responded to the questionnaire.

2. Employee Pretest

How much knowledge did employees have about preschool curriculum and methodology or child growth and development?

Current full-time staff members were given a basic pretest on educational practices and child growth and development principles, nutrition, health, safety and other important functional areas. Parts of the pretest and posttest were borrowed, with permission (see Appendix B), from All About Child Care (Segal & Manburg, 1981). The results indicate a limited knowledge base.

Table 2

Employee Pretest Results: Knowledge Before Training

Employee	Percentage of Correct Responses
A	54
B	67
C	72

3. Past Records and Qualifications Analysis

What qualifications did employees have?

There was an examination of the educational and work records of all full-time employees. That review included a personal interview with each employee concerning the information provided on the employment application. That perusal and conversation revealed that no employee had any previous child care training or extensive experience with children.

4. Observation by Experienced Teacher

What sort of program was conducted daily at Tiny Tots?

A teacher visited the facility, unannounced, and observed the program in operation. It was reported verbally to the writer that there was no noticeable pedagogical plan operating.

Causes of the Problem

The problem facing Tiny Tots was one which primarily

originated from a financial inability to hire already trained, college degreed and highly experienced personnel as staff. Consequently, the financial orientation toward the survival of the enterprise was reflected in the necessity to hire unskilled or uncredentialed personnel to operate as staff and "teachers." The reasons were as follows:

1. The beginning teacher's salary in Manatee County, Florida was $15,000 annually plus some $3000 in fringe benefits and employer paid taxes. It was assumed that a new teacher would have been interested in pursuing career goals within a well-established, secure position such as a county school system. Health benefits, vacations, shorter days, and a "professional" working environment would draw newly certified people and those with experience into this higher paid position and employment opportunity. Therefore, there was no surging influx of applications from credentialed professionals to work at the facility.

2. If a college trained teacher desired employment, it would have cost approximately $8.65 per hour, far above the available per employee salary scale offered to employees at Tiny Tots.

Example: $18,000/52 weeks = $346 week = $8.65 per hour

The highest paid employee, the manager, received $4.81 per hour, including employer-paid FICA contribution. All others received between $3.63 and $4.04. In addition, the

added cost of extended summer vacations and holidays plus sick time that was offered by the public school system became another prohibitive factor at Tiny Tots.

3. Therefore, staff hired were generally those who necessarily would have qualified as blue collar, unskilled, low-wage earners. They could have easily qualified as store clerks, cashiers etc.--necessary positions but not well paying. Indeed, since the state of Florida had no educational requirements for staff at preschool/day cares, the economic feasibility of retaining low-wage earners was tantamount to financial health.

4. The financial inabilities were enhanced by the competition in the business locally. In a telephone survey of seven local child care centers (private), the average weekly full time rate was $40.17 per week, per child for a three-year-old (see Appendix D). Tiny Tots charged $37.50, a within-range figure. To increase rates to meet business and staffing needs could have possibly decreased enrollment. The writer was not willing to take that chance. Therefore, the $37.50 rate had to remain and obligations had to be met by the gross income that that figure generated.

5. All of the aforementioned reasons would have lost some validity if there were no staff to child ratios. However, the guidelines for the numbers of staff members to the numbers of children by age grouping were quite clear. Tiny Tots was labor intensive. Simple multiplication of the weekly charge times the number of children allowed per adult

produced a gross figure which the writer had to accept. The ratio range of adults to children was 6:1 for children under one to 20:1 for 4-year-olds. If an average figure was used, assuming equal and lawful numbers of children in the 2s, 3s, and 4s (most unlikely), the ratio of adults to children would have been 15.66:1. That would have produced a gross figure of $587.25 per week. More likely was a figure of $506.25 and a 13.5:1 since younger children required a lower ratio. Because the facility was open for 12 hours daily and the writer had assumed that the children would be in attendance longer than the standard 8-hour day of employees, an actual gross salary range was established. By averaging the number of hours that a majority of children would have been present--10 hours--a certified teacher required $432.50 per week. For lower-wage employees, the salary dropped to $179.50 for the hours covered. Simple division indicated that if certified teachers were hired, 85% of the gross would have to pay salaries and benefits. The other end of the scale was a minimum wage person whose salary would have consumed 30% of gross. What was the alternative for business survival? There were many other pressing financial obligations to consider including mortgage, insurance, food, electric, taxes, upkeep etc. And where was the profit?

6. Because of the necessity to pay low wages, the turnover rate in employees was high. In addition, it was assumed that other more well funded companies (Kinder Kare,

LaPetite, for example) could offer benefits and fringes which Tiny Tots could not have offered. Consequently, employee instability was high and the problem magnified with more children and staff. There was no career ladder and staff, from informal observations and interviews, did not perceive their positions as professional.

The writer's problems in operating a child care center were unique to his background experiences. Business considerations shaded over educational goals; therefore, finances became a major block to the anticipated goals of excellence, improved staff stability, and finally, profit.

LITERATURE REVIEW

There was a great abundance of literature published and unpublished pertaining to the training of child care personnel. The literature was found in journals, newspapers, program manuals, doctoral dissertations, and government publications. There was no shortage of theory or practice applications for the education of early childhood personnel.

A well known and widely referenced program was the Child Development Associate as reported by Klein and Lombardi (1982). This was a unique effort on the part of the Federal Government to fulfill a need for quality child care personnel. The concept emerged in an effort to develop an innovative program to train, assess, and credential

personnel in the hopes that the parents and the community would be provided with the knowledge that a competent caregiver was supplying nurturing and quality care to the children in child care facilities. At publication, there were more than 10,000 caregivers who had received their CDA credential.

Much literature was published with particular emphasis placed on the use of "new" or innovative programs as they might relate to the CDA credential program (Brigham, 1974; Carroll, 1977; Loveless, 1981; Quisinberry, 1975; Segal & Manburg, 1981; Texas A & I University, 1978). Each of these researchers, groups, and authors seemed to devise their own program and focused on how their particular program goal would have fulfilled or met the requirements of a part or all of the CDA credential.

The idea of training programs did not seem to address, however, the real challenges facing the management and/or ownership of these child care centers. Bordelon (1981) reported on The Texas Early Childhood Careers Recognition Council which made issue with the general plight not only of the management but also of the workers. Their basic premise extended the training issue to the career orientation, including preparation and recognition, of child care personnel. They listed objectives important to the people who staffed these centers as an integral part of the operation: a career ladder which included levels of responsibility, prescribed training guides, competences for

each level, advancement processes, and recognition of competent and demonstrable achievement. They emphasized the importance of recognition and supported personnel who exhibited independent quality in care.

This idea was addressed and further clarified by Katz (1982). She reported that many preprimary teachers had few skills and therefore were poorly paid; because of that poor pay, people who did have the skills would not seek employment in the child care business. She addressed the poor skills/low pay cycle as a perpetual problem facing the industry with little hope in sight. Additionally, when pay was increased, the cost of this without the increased numbers of children to support that change would have been a disaster to the establishment. She concluded that the important concerns for the education of preprimary teachers were really scattered and rather deceptive in nature--training without compensation and recognition was not really solving the myriad problems the industry faced.

In an earlier report, Katz and Weir (1969) indicated that most people who were new teachers in preschool had not had training for the job. Ironically, they report, because of the low pay associated with the job, the public seemed to believe that no training was needed!

The question surfaced: What training did child care workers feel that they needed? Armstrong (1977) found that 91% of the child care workers surveyed by the School of Social Welfare at S.U.N.Y. at Albany desired some sort of

training in child care. The respondents felt that they needed training by lecture and hands-on format.

If training was needed and wanted, recognition and adequate compensation were important, and higher standards and public awareness were to be met, what was the solution?

Dittman (1972) reported for the Maryland State Department of Health and Mental Hygiene on a 64-hour training program to meet minimum state requirements. The training included normal growth and development, self concept, staff relationships, scheduling, and cognitive development in children.

The results of adequate training were reported in the National Day Care Study (Spodek, 1980). There was a strong relationship between caregiver training and positive classroom behaviors. In conclusion, they recommended that "Persons providing direct care for preschool children should have participated in a specialized program of child-related training."

Generally, research and reports previewed seemed to indicate some measure of a growing trend toward creating early childhood programs that would service the needs of the burgeoning child care business in America. Recognizing the need and demand to provide a quality setting versus simply custodial care, these professionals reported a positive stance towards finding the most financially and logistically feasible program. Utilizing the talents of trained professionals in the field to teach and assess child care

workers seemed to be the mode and, within the realms of this report, was to be the method used at Tiny Tots.

Although much of the literature addressed the issue of training, the bottom-line issue remained. Who does it? When do they do it? Could a training program be integrated into an inservice format and adequately train, and retain, newly qualified people? Would these inservice type programs meet those standards required by the states and localities?

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of Goals

The primary goal of this practicum program was to enable the writer to train child care providers in his establishment in the various disciplines of early childhood education so that within 10 weeks of employment (or in this case, implementation of the program), certain objectives would be met. Those objectives included proposing, planning, and implementation of a full curriculum for all children enabling independent and effective day-to-day operations on the part of the hired staff. In addition, an important by-product of the process was to be the establishment of a paraprofessional attitude and a career and goal orientation by staff members enabling increased employee stability.

Behavioral Expectations

The following objectives were projected for this practicum:

Objective One

All Tiny Tots' staff members will exhibit a basic knowledge of the following disciplines for effective and necessary child care practice as measured by an 85% or higher overall test score administered after completion of

the training program:

1. Principles of child growth and development in the preschool-age child.

2. Behavior management techniques in the preschool environment.

3. Social, physical, cognitive, and creative potentials of young children along with the ability to plan and implement an educational program for preschool children which follows established curriculum guidelines.

4. Health and safety needs and emergencies for preschool children.

5. Nutritional needs of children.

6. The current laws with regard to child care facilities and children (including abuse).

7. Intra-staff relations and parental communications in the preschool situation.

8. The development of positive self concepts in preschool children.

9. A brief history of the child care business.

Objective Two

All staff members who participate in the training program and complete it will exhibit a positive attitude about their preschool position and personal effectiveness at their job as measured by an average increase of 2+ points above their pretest score on a writer-developed staff attitude survey given to the trainees and their coworkers

for individual and peer ratings.

Objective Three

All staff members who participate in the training program and complete it will remain on the job as child caregivers as measured by a review of the payroll records two weeks after program completion.

Objective Four

All staff members who participate in the training program and complete it will be able to plan, prepare, and implement a week's program for the preschool children as measured by the observation of the a qualified early childhood professional who will rate their effectiveness as "good" on a general pedagogical checklist designed specifically for the evaluation of staff members in the Tiny Tots' situation (see Appendix G for checklist).

Evaluation Instruments

The measurement of designated objectives was accomplished in a number of ways.

Written Instruments:

The objectives designed to teach staff-in-training the necessary child care disciplines were measured by written testing instruments. A pretest was administed before

implementation. The same test was given as a postest after the training program was completed. The test was used because of its great number of free choice answers (see Appendix C). It was felt that true assimilation of the material would be evident in written responses. Quizzes and projects (see Appendix H) were utilized during the implementation of the program as an additional evaluation tool for the writer.

In addition, a perusal of available lesson plans of staff members was made by the observer of the pre and postimplementation program. It was hoped that the staff member would be able to communicate short and long term objectives for the children and plan for their progress through the medium of written lesson plans.

The professional attitude of staff members was, in part, measured by a specially designed survey for self and peer ratings (see Appendix E). It was hoped that there would be some evidence of an improved attitude from the commencement of the program, when the first attitude survey was given, to the completion of the program, when a postimplementation survey was administered. The employee's self-perception of personal attitude and that of her peers was to indicate some measure of change.

Observational Tools:

The assimilation of all the objectives proposed were additionally assessed by the use of observational tools by the outside observer and the writer. Classroom management

and personal interaction techniques with children by the newly trained staff member were analyzed for a minimum of eight hours over the course of one week during implementation and reported on the evaluation form required (see Appendix G). The observational tool was to provide the bridge from the learning phase to the action phase.

Records Analysis:

Past employment records of the employee were studied for preschool experience and/or training and job stability. Using these records, the writer was able to make a decision about what kinds of training or experience the staff members had prior to their employment with Tiny Tots.

The payroll records of trained staff members were inspected two weeks after completion of the training program to ascertain whether the employee was still working at the facility.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problems incumbent on the child care center owner were, as with any new business, varied and numerous. Among those, the largest seemed to be related to the financial pressures and inabilities to hire ready-to-practice child care professionals to fill private preschool teacher positions. Simple cash flow mathematics precluded hiring any other than low-wage demanding personnel.

Consequently, the child care center owner was forced to train those low-wage earning providers to serve the children in a paraprofessional stance, vis-a-vis by the staff gaining whatever knowledge and ability could have been gleaned in an inservice program such as the one that was proposed.

These types of problems could have perhaps been eased if the owner worked on premises and assumed a teacher position. This, however, was not the case and was not addressed.

Generally, literature that was surveyed and referenced addressed the educational and personnel training and management aspects of the business as opposed to the realistic financial challenges incurred. However, finances were the bottom line and overshadowed philosophical beliefs.

There remained a number of solutions to the problems,

all of which ultimately returned to financial considerations.

The following were proposed solutions to the problem:

Proposed Solution 1

Raise "tuition" rates to parents.

This option seemed to be the easiest for business survival, albeit most potentially dangerous.

Competition was high throughout Manatee County even though Tiny Tots had only one church-affiliated preschool within the immediate area. The number of unlicensed, "underground" family centers (babysitting, of sorts) was unknown. The tuition range for child care was $35 to $45 per week, per child. Finally, Tiny Tots was not the most modern looking of facilities in structure and appearance.

Combining these factors with the general financial weakness of a new business and the typical first question of potential clients ("What is the cost for my child?"), the writer concluded that any increase in cost to parents would not be a prudent move. Even though children might have received a wonderful preschool experience from qualified and certified teachers, neither the business nor the parents would allow this.

Proposed Solution 2

Stretch the regulatory standards.

From observations and parental input, some child care

centers were working at a resolution of the gross income and profit picture (educational plan was unknown) by stretching the law. Many child care centers had seen the financially hazardous situation of numbers of children to numbers of staff as a problem and extended their interpretation of the law--"pack" the children in, keep the staff numbers the same, and hope that no one within the legal/regulatory structure would come to inspect on that day. (This information was from a personal conversation between the writer and the inspector for child care centers in Manatee County.)

This solution was unethical and unacceptable to the writer.

Proposed Solution 3

Hire minimum wage workers and expect frequent turnover of employees.

What was the public perception of a business where there was a high turnover rate in personnel? How much credibility was given to a business where employees changed frequently? How did staff changes affect children? What reputation was created in the community when Tiny Tots was well known for an unstable staff?

These kinds of questions were implicit in this solution yet there seemed to be no definitive answers. The assumption inherent in this was that minimum wage employees would seek other employment either within the same type of

business or elsewhere.

This solution strategy was unacceptable and only worthy of note by the writer as it related to the promotion of the business with prospective clients (viz., that the Tiny Tots' staff was stable and therefore, children were better served).

Proposed Solution 4

Train unskilled workers in-house and afford them a slightly improved benefit/salary package.

This solution was based on the following assumptions.

1. Child care providers had selected this vocation because they enjoyed working with children.

2. Since they were essentially unskilled in current vocational or educational areas, child care providers were then being provided with the opportunity to become paraprofessionals within the realm of their own work environment. This then would enhance their attitude and performance in the job they were performing. They would desire a long range position with possible potential rewards based on their skill.

3. Salary scales would reflect their skills as paraprofessionals. Job commitment, contentment, and morale would increase.

4. Staff members would be willing to improve skills if there was a promise of financial and benefit enhancements when the additional motivation and commitment was shown.

Solution Strategy Selected

The latter solution was selected as the solution strategy for the problem because it (a) remained within the financial limitations imposed, (b) provided training for staff which would hopefully enable them to operate effectively and efficiently as Tiny Tots' child care providers, and (c) afforded the opportunity to create job satisfaction because salary scales and increased professional attitudes would then be enhanced.

Description of Selected Solution

Classes were held two evenings per week for ten weeks, three hours per class. Multi-media First Aid and CPR training were treated as seperate courses that had to be completed sometime during the program from outside agencies such as the American Red Cross. Topics covered and approximate time devoted to each were as follows:

Child Growth and Development	10 hours
Curriculum Design/Learning Environment	30 hours
Behavior Management	3 hours
The Law and Children	2 hours
Health and Nutrition	4 hours
Classroom and Program Management	3 hours
History and Background	1 hour
Parental Relations	2 hours
Safety and Children	3 hours

Staff Relations		2 hours
First Aid and CPR		16 hours
	TOTAL:	76 hours

Throughout the program, highly qualified resource people were utilized and integrated within the coursework structure. These included the local health department personnel, local medical professionals, highly experienced early childhood professionals, and fire department personnel. The writer took the most active role in the teaching function of the staff members but utilized others when his expertise did not match those who might provide a better learning experience. The writer, aware of all the current and proposed legislation with regard to training of child care workers, would have, if necessary, received certification as an instructor for child care provider personnel. This did not occur since it was not necessary for the aims of this practicum.

In addition, the writer hired a qualified, experienced child care professional to work for a total of 20 hours after the implementation period as an advisor, observer, and teacher to those staff members who had trained in the program. This professional would help the staff assimilate the information which they had learned into their normal planning and daily program. This observer was the same person who provided the unannounced preimplementation visit and the postimplementation program analysis and conclusion

(see Appendix G).

Topics covered were anticipated to be those that were the most functionally appropriate and important to the children, the law requirements, and the business at Tiny Tots.

A description of the courses follows here. Specific objectives can be found in Appendix F.

Courses

Child Growth and Development

Child growth and development examined the growth and developmental characteristics of children from the ages of two through prekindergarten. Emphasis was placed on comparing the abilities and needs of children within the curriculum design and learning environment at hand. Time was devoted to analyzing children's abilities and assessing the needs of children who did not meet the generally acceptable age/stage models.

The text materials utilized for this section of the program were Learning and Growing: A Guide to Child Development (Braga & Braga, 1975) and Toward Understanding Children (Schickendanz, J., Schickendanz, D., & Forsyth, 1982, pp. 345-371). Classroom lectures were gleaned from the information in these excellent books. Staff-in-training were required to take notes.

Curriculum Design and Learning Environment

This section, which encompassed nearly half of all classes, focused on designing and implementing a preschool/child care program. It was expected that child care providers would be able to create and developmentally progress through a natural series of necessary intellectual and skill-building steps for the preschool child. Emphasis was placed on interweaving all program components into addressing the needs of each child. Specific areas addressed were cognitive, social, language, creative, and physical skills. The development of lesson plans to outline short and long-range goals was integrated into this section.

The text material utilized for this course was adapted from All About Day Care (Segal & Manburg, 1981); the personal input from the trainees' own experiences was encouraged. In addition, An Activities Handbook for Teachers of Young Children (Croft & Hess, 1975) was provided as a reference for trainees. During this part of the program, trainees were required to design projects (see Appendix H) and begin to apply some basic principles of the learning environment to specific children within their own setting. Additional discussions focused on the application of new ideas to the setting and the creation of learning centers for preschool children.

Behavior Management

The management of the children within the child care

center and during a preschool program was discussed. Ideas on positive reinforcement techniques and self-concept development were emphasized.

This section of the program placed particular emphasis on the study of individual children within the setting and methods of dealing with behavior problems. Discussions were directed towards solutions utilizing positive techniques with discipline. Ideas on insuring smooth, problem-free behavior during activity groupings were integrated into the framework of this section. There was no specific text used.

The Law and Children

The legalities and responsibilities of the child care center and its personnel were addressed. Emphasis was placed on child abuse and neglect, in addition to rules and regulations governing such businesses.

The primary references used for this section were the published Regulations Governing Day Care Facilities (Manatee County Department of Health and Rehabilitative Services, 1985). The inspector for the Department of Health and Rehabilitative Services provided additional information with regards to current legislation and newly enacted Florida laws.

Health and Nutrition

This section was designed to acquaint the child care provider with the myriad children's health problems and

develop an ability to spot oncoming illnesses. Methods of caring for the child until parents arrived were highlighted. In relation to the health of children, the nutrition requirements of children were discussed. Particular focus was on menu preparation and nutritional requirements within the preschool setting and a discussion of at-home needs to enable providers to communicate with parents, if necessary.

Monographs, each entitled "Public Health Education Information Sheet" (March of Dimes, 1985), were provided. These brief, yet informative, series of articles addressed genetic problems and diseases common to childhood.

Classroom and Program Management

How a child care provider manages the classroom and child care setting for an efficient and orderly daily flow was addressed. The implications of proper program management for achievement of learning environment goals were emphasized.

The writer provided the major training focus in this section. His expertise in the primary grades allowed for the development of models of management within the preschool setting.

History and Background

A brief background on the history of child care was discussed.

Parental Relations

What did the parents perceive? This question was analyzed in regards to an effective parent-teacher relationship, one that builds confidence, trust, and positive parental influence. Involving parents in the child care center's operations and planning was addressed.

The writer presented the issues as they related to the survival of the child care business. A constant reminder to the trainees of the importance of the "perception of the parent"--what they see and hear--may be the determining factor in the growth of the business and career potential to employees.

Safety and Children

The safety of children within the total preschool environment was highlighted. Searching for and correcting potential hazards inside and out was addressed. Teaching all safety principles to children and implementing those ideas within the curriculum were emphasized.

Staff Relations

How to effectively cope with and understand other people in close quarters on a daily basis was addressed. Maintaining a helpful and cooperative environment was emphasized. Delegating authority and job responsibilities was an integral part of the discussion.

Multi-Media First Aid and CPR

All staff members in the program were required to attend the American Red Cross program. This program was also a requirement of the Health Department. Their CPR course was required as scheduling permitted.

Notes on Methodology

The teaching method was informal. Lectures were short and only provided as a means to stimulate discussions and encourage active participation on the part of all trainees. The writer believed that the theories of Piaget were the most appropriate for the setting; therefore, the ideas related to designing and implementing a program were addressed as they might relate to Piaget's ideas of how children learn. The trainees learned in an active way by relating the information to specific children and daily situations in their environment. Particular emphasis was placed on the "what-did-you-do-today and what-will-you-do-tomorrow?" thought processes. The attempt was made to develop independent and creative thinking while providing materials and ideas to stimulate and encourage. There was a mid-point evaluation, a discussion with trainees, which allowed the writer to ascertain how well the program was meeting the needs for education and training. All trainees responded that the program had, in fact, changed their approach to preschool children--they felt that they were gaining "direction."

Comments on the Child Care Program

The program's goals were educational and vocational: To create knowledgeable child care providers who had a desire to continue working and grow along with the child care business. Tiny Tots would be able to provide viable, interesting, worthwhile, and instrinsically rewarding career opportunities. Job stability would increase and the financial pressures inherent in the business that would have been created with higher wage earners as employees would be eliminated. It was hoped that the successful completion of the program would be indicative of a well-trained and caring child care provider who had met a high standard of achievement and performance.

Yearly inservice seminars of 20 hours or more would be required as would periodic classroom and center operation's observations. Staff evaluations would be conducted every three months as a follow-up to the program's success.

The writer did not assume that a child care provider would be totally satisfied with intrinsic gratification based on knowledge and ability without the financial rewards to compensate for the work involved. Therefore, the writer instituted a wage scale along with increased benefits to reward child care providers who completed the program and remained at Tiny Tots. That wage scale ranged from $4.85 per hour for a manager without training at the end of a year to $5.50 for that same person with training. Associates,

other staff members, had wage ranges from $3.90 per hour without training to $4.20 per hour with successful completion of the program. All positions were teaching positions. The child care center had to be at a 75%+ capacity rate in order to accomodate additional financial compensation.

Profit sharing, when and if it was declared, was to be included in the benefits only for those who completed the program. This benefit, although not anticipated in the near future, would have entailed the sharing of a 5-10% portion of the available profit.

In addition, the writer increased paid vacation to employees by 1 week after the first full year of employment and successful completion of the program.

The ultimate objective was a well-trained and satisfied staff who exuded a positive, caring, enthusiastic attitude. The top priority was to become financially stable and finally successful.

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

General Comments

The results of this practicum seem to indicate that management can assume partial responsibility for the training of their personnel. Management's financial considerations can be eased by training their own child care providers through a program such as the one addressed here.

The Tiny Tots' program placed an extensive emphasis on discussion and hands-on format for training. Nine different curriculum areas, overlapping and integrated, presented a challenge to the staff-in-training. They were informed that the expectations for their success in the program were not only a cognitive knowledge gain but also for a change in career attitude. The employees in the program realized that, because the management desired a high quality establishment, their efforts were appreciated and valuable.

Since the original number of staff members in training was three, the entire program took an informal approach:

1. Prearranged class sessions were flexible in time and date.

2. Staff members were allowed to work together on projects.

3. Questions were answered freely.

4. The instructors allowed open-book tests.

In general, the relative success was based on the comments of the staff members themselves. The posttest scores indicated an increase in cognitive knowledge; all of the staff members in training noted that they seemed to be able to deal with the children more effectively and plan for a smoother flow of activities.

It should be noted that in the time span between the end of the implementation process and the reporting of results, one staff member resigned for personal reasons. The two remaining staff members received additional compensation through an increase in salary and vacation time.

Results

Objective One

Increase in basic knowledge for preschool providers.

Staff members were given a pretest of their child care knowledge prior to the actual implementation process. This pretest took approximately 90 minutes and was the only activity conducted during that session. The pretest scores were 54%, 67%, and 72%. No staff member received a score of 80%, the score at which the writer determined that they would have had to achieve a 95% posttest score.

The posttest was conducted in the same informal manner

as the pretest. The results were encouraging and impressive, particularly to the staff members. The posttest scores were 86% and 88%. The staff member who received the 67% pretest score was not employed at the time the posttest was given.

As indicated by the marked increase in scores, the program was successful in the development of cognitive gain for the staff-in-training. Although the scores for the pretest were above 50% and indicated some measure of general knowledge on the part of the staff, their ability to integrate and expand their own thought processes and information base was evident. It seemed that some areas where information was known already had no change in score. Areas such as health and nutrition, for instance, were quite basic and general knowledge was obvious. However, test scores in areas such as child growth and development, and coordinated approaches to specific curriculum areas (language, social and emotional growth, physical skills, for example) were enhanced.

Table 3

Employee Pretest and Posttest Results: A Comparison

Employee	Pretest Score	Posttest Score	Change
A	54%	88%	+34%
B	67%	not tested	--
C	72%	86%	+14%

Note: Employee "A" was the manager.

See Appendix H for sequences of class sessions and other information to the implementation process.

Objective Two

Employee Attitudes and Career Goals.

The objective was a very difficult objective to measure since it involved the personal (and sometimes private) feelings of employees. Employees might have been hesitant to indicate career goals and/or attitudes when they might have perceived that expression as threatening to their current preschool position. Staff members seemed to be cautious about their responses to the questionnaire.

The first five questions required some measure of agreement/disagreement response. In order to most objectively look at responses, the writer scored agreement to a statement as a 5 and disagreement as 1. In that way, a total score was obtained. Scores of 2, 3, or 4 were indicative of degrees of agreement/disagreement with statements made.

The statements on the questionnaire to which the staff members were asked to rate were:

1. Day care personnel are professionals.
2. I consider my job rewarding.
3. I am very knowledgeable about child growth and development.
4. I understand the social development of children at

the age of three.

5. Tiny Tots is a good career position for me.

Employees rated themselves and each of their coworkers on all statements. Therefore, each employee in the program had, in addition to a personal-perception score, a peer-perception score. It was felt that peers might have a different viewpoint on the attitudes and goals of their coworkers. Personal ratings and peer ratings were tallied separately and averaged.

Table 4

Questionnaire Results: Staff Attitude and Professional Goals for Questions 1-5

	Preimplementation	Postimplementation	Change
Employee A			
Personal	18.0	20.0	+2.0
Coworker	18.5	20.0	+1.5
Employee B			
Personal	23.0	--	--
Coworker	13.0	--	--
Employee C			
Personal	18.0	9.0	-9.0
Coworker	19.0	17.0	-2.0

Note: The highest possible score was 25 and would indicate total agreement with the statement. Employee B was not employed at the time of the postsurvey.

The responses to the additional questions were interesting to note and certainly valuable to the discussion surrounding staff attitudes and goals.

Question 6 was an open-ended inquiry which attempted to ascertain some measure of the attitudes and the goals of the staff members. Both questions asked for a projection with regards to their "working" (employment) plans for 1 year and 2 years hence.

Question 7 attempted to ascertain priorities that the staff felt were the most important for them in their child care position. Those priorities were (a) financial rewards, (b) ability to teach, (c) long-range career goals, (d) knowledge of child development, (e) employee benefits, and (f) other. The staff members were asked to rate their priorities with 1 being the most important and 6 indicating the least relative importance for them.

Employee "A" was in a managerial position. Before the training program, she indicated that she would be working at the establishment in 1 year but probably doing "something totally different" in 2 years. The postimplementation survey indicated a willingness to be working at "Tiny Tots" in both 1 and 2 years. The first three priotities before the program indicated "ability to teach," "long-range career goals," and "financial rewards." After implementation, her priorities changed to "long-range career goals," "financial rewards," and "ability to teach." It did appear that Employee "A" changed her attitude, particularly

with her top priority. The ideas of long-range goals replaced the desire for the ability to teach. Perhaps the program fulfilled her needs in teaching and brought career awareness into the desired perspective.

Employee "B" was employed throughout the implementation of the program but resigned her position before the posttests. Her 1 year plan was to be working at Tiny Tots. At the end of 2 years, her response was "?". She, too, had the "ability to teach" as her number one priority on question 7.

Employee "C" was a full-time employee who, from observations of the writer, had tremendous "mood swings" throughout her employment and the training program. The writer observed that she appeared to be having personal difficulties which did interfer with her successful employment. This employee indicated a desire to be working at Tiny Tots within the next year on both the pre and postsurvey. Her preprogram goal was to be working there after 2 years also. However, she seemed to have a desire to be at "home" after the implementation process. Her responses to question 7 for both pre and postprogram were the "ability to teach" and "knowledge of child development." The writer concluded that this employee was not settled in her thinking about her working situation or her personal problems which shadowed over her commitment to Tiny Tots. Approximately 3 months after the program, she did resign.

Generally, it can be reported that there were no justifiable changes in the attitude of employees or in their career orientation when comparing the responses on the questionnaire. It was concluded by the writer that a 10-week program would not be sufficient time to measure improved employee attitudes or long-range goals.

Ojective Three

Employee Stability

This objective's major emphasis was to ascertain whether an increase in presumed cognitive ability for teaching in the preschool situation coupled with an improved career attitude towards the child care position would enhance employee stability within the Tiny Tots' situation. Again, employee stability was difficult to measure in the short span of this program.

Since there were three employees who originally began the program and only two to totally complete it and remain on the payroll for 2 weeks after implementation, the percentage speaks for itself. Two of three staff members, 66 2/3%, began the training, completed it, and remained on the job. It would be interesting to note what kind of results would be obtained had there been a substancially larger number of trainees.

Objective Four

Program Observation

An observation of the actual program by a trained, early childhood professional produced some interesting results. The observer noted that although the staff members did not seem to be following a written set of guidelines, lesson plans with behavioral objectives, there was some semblence of a teaching/learning situation present. Staff members did seem to comprehend the nature of the children they were teaching and applied early childhood principles to their teaching presentation and facilitation process. Of particular note, however, was the fact that long-range perspectives, the where-have-you-been and where-are-you-going idea, were not present.

It was noted, therefore, that the standard of achievement was not attained since the early childhood professional did not feel that moment-to-moment activities which corresponded with age/stage requirements of preschool children were effectively organized. The rating of "good" was not obtained. The writer did concur with this conclusion since planning for daily program according to the children's needs was an integral part of successful teaching and learning.

The rating of "good" would have been obtained if, in addition to the interactive daily teaching-learning

situation present, there had been (a) behavioral objectives outlined, (b) observable lesson plans which corresponded to activities, and (c) an expressed verbal opinion on the part of staff members about the long-range goals of their program. None of these were met.

Conclusions

This practicum was an attempt to create academically knowledgeable and practically effective child care provider personnel. The results certainly indicated that it was possible for management to be involved in a formal training program with staff. It also indicated that certain other factors must be met along with the formal teaching and informal observation techniques utilized in this type of program.

The fact that there was an increase in posttest scores on child care skills indicated that staff members who did have the academic ability to read, study, and apply basic early childhood principles can increase their knowledge base and that management can play an integral role in that process. However, observations of actual program indicated that management most likely should plan on being involved in the actual implementation and integration of the newly learned skills with staff members. In other words, staff members should be actively trained in formal academic skills and at the same time exposed to the application of the

principles in the classroom by a well-trained early childhood professional.

The implications of this practicum were clear for the Tiny Tots' situation. Management could play an active role in the training process of personnel in order to ease financial burdens imposed by having to hire already trained teacher personnel. However, career attitudes and long-range possibilities, particularly involving financial compensation, did not seem to be influenced, in the short term, by increased knowledge in early childhood education.

Recommendations

1. When designing, planning, and implementing a child care training program for in-house child care provider personnel, management should also plan to have an active child care/early childhood professional at the facility on a regular basis throughout the program to integrate the principles and concepts being formally taught.

2. The Tiny Tots' program provided a good basis of knowledge for staff members. Their increased knowledge base, however, can not be construed, at this time, to indicate a greater professional attitude or some measure of an improved long-range career stance. Therefore, it is recommended that management offer adequate and commensurate compensation and benefits while anticipating that those who complete a program such as this might eventually exhibit

professional attitudes and quality performance.

Dissemination Plans

It is the plan of this writer to offer this report to the Department of Health and Rehabilitative Services, Manatee County, Florida, all child care centers in Manatee County, Manatee Community College's child care provider training program personnel, and the Manatee and Sarasota Associations for Children Under Six.

BEST COPY AVAILABLE

REFERENCES

Armstrong, M. (1977). Child care training needs: A report on the training needs of child care workers in seventeen agencies in the SUNYA catchment area. Albany: State University of New York.

Bordelon, K. J. (1981). Framework for training: A report of the Texas early childhood careers recognition council. Austin: Texas State Department.

Braga, L., & Braga, J. (1975). Learning and growing: A guide to child development. Englewood Cliffs: Prentice-Hall.

Brigham, J. (1974). Assisting CDA competencies through videotape recording. Washington: Child Development Associate Consortium.

Carroll, E. C. (Ed.). (1977). Child development associate instructional materials training counselor's guide for CDA competencies (book b). Austin: Texas State Department of Community Affairs.

Clarke-Stewart, A. (1984). Dr. Sandra Scarr: Mother, expert on child care. Day Care Center, 1, 2-3.

Croft, D., & Hess, R. (1975). An activities handbook for teachers of young children. Boston: Houghton-Mufflin.

Dittman, L. (1972). Training for child care: Suggested content for minimum training requirements. Baltimore: Maryland Community Coordinated Child Care Committee.

Hare, B., & Hare, M. (1977). Teaching young handicapped children. New York: Grupe & Stratton.

Katz, L., & Weir, M. (1969). Help for teachers in preschool: A proposal. A paper presented at the annual meeting of the midwest Association for the Education of Young Children, St. Louis.

Katz, L. (1982). The education of preprimary teachers. Manuscript submitted for publication.

Klein, J., & Lombardi, J. (1982). Training early childhood teachers and caregivers. Children Today, 11, 2-6.

Loveless, S. (1981). Oklahoma child development associate curriculum: Children with special needs (rev. ed.). Washington: Office of Child Development.

Manatee County Department of Health and Rehabilitative Services. (1985). Regulations governing day care facilities. Bradenton, FL: Author.

March of Dimes. (1985). Public health education information sheet (Nos. 9-0001, 0041, 0100, 0174, 0263, 0264, 0269, 0274, 0129, 0179, 0265, 0270, 0285, 0286). White Plains, NY: Author.

Quisinberry, N. (1975). What has CDA accomplished for a Head Start supplementary training program? Carbondale: Southern Illinois University.

Schickendanz, J., Schickendanz, D., & Forsyth, P. (1982). Toward understanding children. Boston: Little-Brown.

Segal, M., & Manburg, A. (1981). All about day care (text). Ft. Lauderdale: Nova University.

Segal, M., & Manburg, A. (1981). All about day care (trainee's manual). Ft. Lauderdale: Nova University.

Spodek, B. (Ed.). (1980). National day care study. In Handbook of Research in Education. New York: Free Press.

Texas A. & I. University. (1978). Child development associate training materials (book f). Washington: Office of Child Development.

APPENDIX A

PARENTAL QUESTIONNAIRE

Parental Questionnaire

Tiny Tots Educare Academies, Inc.

Directions: Please answer the following questions by indicating the degree of importance to you and your child. By circling number 1, you are saying "not important." By circling number 5, you are saying "very important." Two, three, and four are degrees of importance and may be circled if you so desire.

1. What does my child eat for lunch?

   1 2 3 4 5

2. How well trained are the staff in medical emergencies?

   1 2 3 4 5

3. How important is a daily preschool experience for your child?

   1 2 3 4 5

4. What does the staff know about nutrition?

   1 2 3 4 5

5. How important is staff turnover to you?

   1 2 3 4 5

6. What does the staff know about health problems?

   1 2 3 4 5

7. How important to you is past successful experience and training on the part of staff members?

   1 2 3 4 5

APPENDIX B

PERMISSION TO USE TESTS

Nova University
CENTER FOR THE ADVANCEMENT OF EDUCATION
3301 College Avenue, Fort Lauderdale, Florida 33314 • 305/475-7300

March 25, 1985

TO: Brian Adams - Cl. 17

FROM: Mickey Segal MS

RE: Permission to Use Article

Brian, you have my permission to use the pretests for your practicum.

Let me know how it turns out.

/db

APPENDIX C

PRETEST AND POSTTEST

PRETEST AND POSTTEST: STAFF EVALUATION

Health

Directions: Choose the best answer by circling either a, b, c, or d.

1. What do you do if a child is ill or has an accident? (Assume that you do not have a school nurse.)

a. Call the parent.

b. Call 911.

c. Send a note home with the child.

d. Any of the above depending on the nature of the illness.

2. What do you do if a child comes down with a communicable disease?

a. Call the parent and isolate the child.

b. Call 911.

c. Send a note home with the child.

d. It is usually not necessary to do anything because the other children have been innoculated.

3. The primary reason for serving a morning snack is:

a. that children and their parents have come to expect it.

b. to insure a well-balanced diet.

c. to avoid mid-morning fatigue.

d. to prevent overeating at lunch time.

4. A teacher who wants to maximize the health of her children

a. reads medical journals.

b. keeps a good supply of medication on hand for the children.

c. is aware of the signs and symptoms of childhood illness.

d. all of the above.

Directions: Match the following terms with their definitions.

___Strabismus	___Urinalysis	___Prophylaxis
___Snellen E Chart	___DPT	___Flouride
___Hemoglobin	___Pertussis	___Rubella

a. Whopping cough

b. Immunization against diptheria, tetanus, and pertussis

c. A chemical used to prevent tooth decay

d. Cleaning term (used by dentists)

e. Another term for German measles

f. Oxygen bearing protein in red blood cells

g. Eyes cross

h. An analysis of urine to test for the presence of bacteria, blood, or sugar

i. A test for visual acuity in children

Directions: Match the left and right columns.

Symptoms	Disease
a. fever, sore throat, headache, vomiting, pinpoint scarlet rash on body	Chicken Pox
	German measles
b. fever, swelling of face under jaw	Measles
c. enlarged glands, slight cold, fever, reddish purple rash	Mumps
d. fever, itching, water-blister rash	Scarlet Fever
e. fever, cough, conjunctivitis, reddish purple rash	

Safety

Directions: Circle the most appropriate statement.

1. Exit signs must be posted

a. on at least two doors in every classroom.

b. on all available exits within the classroom.

c. above every door.

2. The fire evacuation plan must be

a. on file in every classroom.

b. posted in a conspicuous and predesignated place in every classroom.

c. posted at every available exit.

3. Every adult working in a day care center should know the following number by heart.

a. The telephone number of each child in the school

b. The telephone number of the police and fire department

c. 911

4. Fire drills must be held

a. monthly.

b. weekly.

c. yearly.

5. Fire extinguishers meet safety standards if

a. they are checked and serviced yearly.

b. all adults in the classroom are instructed in their use.

c. all of the above.

6. Electrical outlets

a. are not allowed in a preschool classroom.

b. must be properly covered when not in use.

c. must be above a child's reach or behind heavy equipment.

7. First aid materials must be

a. within reach of every child.

b. in a place in the classroom accessible to adults only.

c. in a locked drawer or file cabinet where children cannot get to it.

8. What do you do in case of burn?

a. Put butter on immediately.

b. Wrap with a tight bandage.

c. Apply ice.

9. What do you do in case of bleeding?

a. Apply pressure.

b. Immerse in hot water.

c. Paint with iodine.

10. What do you do in case of nose bleed?

a. Tilt head way back and apply wet towel.

b. Stuff cotton in nose.

c. Tilt head back slightly, squeeze nostrils, apply ice to bridge of nose.

Directions: Select the three most appropriate rules from the list.

1. Children should not talk in the classroom without teacher approval.

2. Children should not be allowed to walk behind swings.

3. Children should not stand on tables.

4. Children should not be permitted free access to toys and equipment.

5. Children should not be permitted to hit, kick, or bite.

6. Children should not be allowed to operate any electrical equipment, even under careful supervision.

Language

Directions: Match the following sentences with the type of error that the child makes.

1. I eated my breakfast.
2. I'm gonna git you.
3. The guest was seated by the usher.
4. The boy he ran out.
5. When you going out?
6. Why you aren't going out?

____Ommitted the auxiliary ____Mispronunciation

____Wrong word order ____Ambiguous

____Over-generalization of past tense rule ____Redundant

Directions: Which of the following sentences are true?

____1. It is a good idea to correct a four-year-old's grammar.

___2. The best way to teach a child to use language correctly is to provide the child with good language models.

___3. Children who cannot pronounce all sounds by the time they are four-year-olds should be referred to speech therapy.

___4. The best way to handle stuttering is to ignore the stuttering and listen carefully and patiently when the child speaks to you.

___5. Children should be encouraged to ask questions.

___6. There is no relationship between imaginative play and language development.

BEST COPY AVAILABLE

___7. Children should never be made to feel that the language spoken in their home is any way inferior.

Directions: Match the words with their definitions.

1. Function 2. Vocabulary 3. Receptive language 4. Discourse

___The words the speaker uses to represent real-world objects, actions, and relationships.

___The different uses of language.

___Carrying on conversation.

___The understanding of language.

Physical

Directions: Match the skill with the description of the activity designed to promote it.

Skill

___strength of grasp

___propulsion or jumping skill

___eye-hand coordination

___wrist coordination

___finger-thumb opposition

___dynamic balance

___static balance

___throwing ball

___motor coordination

___discovering relationships/making prediction

___demonstates concept of gradation/motor act

BEST COPY AVAILABLE

Description of Activity

1. Child is given a paper with a car drawn on the left, a road, and a garage on the right. He is asked to draw a line with a crayon taking the car to the garage without falling off the road.
2. Throws a large ball into a basket.
3. Screws a bottle top onto a bottle.
4. Picks up rice with a tweezer and places it in a container.
5. Stands on one foot for five seconds.
6. Walks on a line.
7. Completes a forward somersault.
8. Wads paper using only one hand.
9. Jumps over a rope.
10. Demonstates a little step, a regular size step, and a giant step.
11. Pushes swing very gently and then very hard, and predicts how high the swing will go on one push.

Cognitive

Directions: Match the activity with the skill it fosters.

___Inductive thinking

___Double classification

___Divergent thinking

1. Children are shown a broken egg shell. They are asked to describe how it might have been broken. Ask the children to think about lots of different ways.

2. Children are given items of different sizes and asked to try to fit each of the items one at a time into a pint container. At the end of the experiment, the children tell you why some items fit and others do not.

3. Children are given a set of shapes and asked to put the appropriate shape on the right place in the matrix.

Directions: Here are some accounts of children's performance. Match the problem with the description.

Description

1. Timothy counted to 10: 1, 2, 3, 6, 2, 1, 10.

2. Tina was asked to pass out cookies. Miss Anton told her to be sure to give one cookie to each child. There were ten children and twelve cookies. Tina kept passing the cookies around until she had none left.

3. Miss Alice asked Fred to count to five. He counted, 1, 2, 3, 4, 5. Then she asked him to take off his shoe and count his toes. 1, 2, 3, 4, 5, 6, 7, 8, he counted proudly, touching his toes as he recited the number.

4. "How many crayons do you have Judith?" asked Mr. Gillespie (knowing full well she had six). " 1, 2, 3, 4, 5, 6," Judith counted aloud, carefully touching a crayon as she recited a number. "I have lots of crayons, 3-5 and 6 crayons," Judith answered, matter of factly.

Problem

___lacks one-to-one correspondence

___unable to count by rote

___does not recognize that the answer to how many is the number reached in the count

___counts by rote but cannot count objects (does not recognize that each object gets one and only one count)

Creative

Directions: For each letter in creative--complete the sentence describing a teacher behavior or activity that encourages creativity in the classroom. We'll do the first one.

1. CHOOSES materials for the children that can be combined and recombined in a variety of interesting ways.
2. RECOGNIZES...
3. ENCOURAGES...
4. ACCEPTS...
5. TRIES OUT...
6. INVITES...
7. VALUES...
8. EVERY...

Social

Directions: Fill in the blanks.

1. Describe four different ways to use a feeling wheel.
   a.
   b.
   c.
   d.

2. List three components of prosocial behavior.

a.

b.

c.

3. If a child really knows his own name, he is able to demonstrate this by:

a.

b.

c.

4. Three good ways of structuring the environment to encourage individual work are:

a.

b.

c.

Child Growth and Development

Directions: Below are some statements that may have been made by some famous developmental scholars--Montessori, Piaget, Gesell, and Skinner--in reference to child care situations. Write the name of the scholar by the statement that they might have made:

1. "A child will learn best when we reward this achievement with tokens." _____

2. "Let the child learn by acting upon the things in his environment." _____

3. "Structure the preschool environment so that the child has many things to touch, hold, and manipulate." _____

4. "Understanding the maturational (readiness) level of the child should dictate the materials and plans utilized for the child." _____

5. "Don't worry that Tommy isn't toilet trained. When he is biologically ready, he'll use the toilet without trying." _____

6. "You must prepare the environment for the child and assist him in a planned way, as teacher, to understand how to use those things." _____

7. "Children want to learn. They are naturally motivated." _____

Directions: Describe briefly an activity that could be designed to facilitate growth by each of these children according to the Piagetian theory.

1. Jim is 2-year-old child. He needs some gross motor reinforcement.

2. Denise is a 5-year-old child. She needs some work on fine motor skills.

3. Tommy is a 3-year-old child. Describe a problem-solving activity for him.

4. Lisa is a 4-year-old child. What kind of activity could you design to teach safety skills?

5. Glenn is a 2-year-old child. Describe a language activity to help him learn to talk in more than one-word sentences.

6. Patty is a 3-year-old child. Create an activity to help her with ordering skills.

7. Bobby is a 4-year-old child. What could you design to help him understand the importance of eating proper foods?

8. Angela is a 5-year-old child. She is weak in visual perception skills. What could you do to help her?

Directions: Match the problem with the possible cause.

1. Nervous 2. Listless and tired 3. Highly aggressive

4. Desires male attention 5. Poor language skills

a. Lack of proper nutrition_____

b. Comes from a fatherless family_____

c. Has many children in the family_____

d. Was never talked to_____

e. Was beaten by a parent_____

Behavior Management

Directions: Write a possible solution to the following problems.

1. Johnny is a 3-year-old child. He is hitting other children.

2. Donna is a 2-year-old child. She cries all day long.

3. Tim is a 4-year-old child. He yells continuously.

4. Angela is a 5-year-old child. She talks back to the teachers.

5. Two small groups of 3 and 4-year-old children are working in the classroom. One group is hard at work while

the other group is rowdy and disruptive. What will you do?

Directions: Define the following.

1. Positive reinforcement

2. Behavior management

Law

Directions: Select the correct answer.

1. What is the proper ratio of staff members to a mixed group of 3 and 4-year-old children?

a. 1:12 b. 1:15 c. 1:20 d. none of the above

2. How many square feet are required per child within the building?

a. 20 b. 25 c. 16 d. none of the above

3. Which of the following is considered neglect and abuse?

a. continual head lice

b. no breakfast daily

c. pinching and hitting by parents

d. all of the above

Directions: Write your answer.

1. What should you do if you suspect child abuse by a parent?

2. List 10 things that are violations of the law with regards to the buildings and facilities. (What would the Health Department Inspector report?)

Nutrition

Directions: Fill in with the most appropriate term.

a. vitamin C b. milk c. protein d. hand washing

e. eggs f. age g. fruit h. 1 1/2 ounce

i. breads and cereals

1. A good source of protein is_____.

2. Milk, meats, vegetables and fruits, and _____make up the four food groups.

3. _____is needed for strong teeth.

4. Students need _____of protein at lunch.

5. Peanut butter contains _____.

6. Portions should be regulated by _____and appetite.

7. A good source of essential vitamins (especially C) is _____.

8. _____should be a regular learning activity.

9. A good source of calcium is _____.

Classroom and Program Management

1. What steps would you follow to change from one activity to another in a 3-year-old class to maintain flow and order?

2. You are working with a small group of children on a listening skill while another goup of children is playing "kitchen" and blocks. A parent walks in to watch your program. What will you do now?

Staff Relations

Write four methods to maintain friendly and cooperative staff relationships.

Parental Relations

1. What do you say to upset parents when they feel that their child is being "picked on" by staff members?
2. What does "perception of the parent" mean?
3. Should you discuss a problem that you are having with a child with their parent? If so, how would you handle the situation of Johnny hitting other children?

4. What do you say to a parent who complains about the tuition charges for their child?

Lesson Plans

Directions: Finish the lesson plan.

The theme for the month is "Fire Safety." Describe activities you would plan for a group of 3 and 4-year-old children. Write your behavioral objectives.

Visual perception...

Auditory perception...

Gross motor skills...

Art project...

Field trip...

Lunch...

Listening skills...

APPENDIX D

SAMPLING OF TUITION COSTS

Tuition costs for seven private child care centers in Manatee County, Florida.

1.	ABC Nursery	$40.00
2.	Cape Vista	$38.00
3.	Community Christian	$40.00
4.	Aunt Patties	$38.00
5.	Lads and Lassies	$37.50
6.	La Petite	$45.00
7.	Lighthouse Academy	$42.69

	Average	$40.17

Note: These are per week costs reported for a five day week, three-year-old child, full time. This survey was conducted on March 18, 1985. Prices may have changed since the survey was conducted.

APPENDIX E

STAFF ATTITUDE AND PROFESSIONAL GOAL QUESTIONNAIRE

Staff Attitude and Professional Goal Questionnaire

Directions: Please indicate your agreement or disagreement. By checking 5, you agree. By checking 1, you disagree. You may check 2, 3, or 4.

1. Day care personnel are professionals.

   5 4 3 2 1

2. I consider my job rewarding.

   5 4 3 2 1

3. I am very knowledgeable about child growth and development.

   5 4 3 2 1

4. I understand the social development of children at the age of three.

   5 4 3 2 1

5. I feel as though Tiny Tots is becoming a good career position for me.

   5 4 3 2 1

---

6. Please fill in the blanks:

   a. One year from now I will be working at

   b. Two years from now I will be working at

---

7. Please rank by the numbers 1-6 the following according to which items you feel are most important in your child

care position. Number 1 is of top importance. Number 6 is the least important.

_____financial rewards (salary)

_____ability to teach

_____long-range career goals

_____knowledge of child development

_____employee benefits

_____other (please explain)

_____

Who is this rating for?_____

Your name_____

THANK YOU!

APPENDIX F

COURSE OBJECTIVES

Course Objectives: 76-Hour Training Program

General Objectives

The student will be able to:

1. Write adequate lesson plans for the preschool experience which fit within the framework of the preschool model.

2. Coordinate all aspects of functional preschool skills within the framework of the daily, weekly, and monthly program and be able to adequately integrate special themes and activities within that program.

Child Growth and Development Area

The student will be able to:

1. Briefly explain the theories expressed by Piaget, Gesell, Skinner, and other theorists.

2, Design two educational activities that would ideally be suited for and within the capabilities of a 2, 3, 4, and 5-year-old-child.

3. Describe factors that would influence a child's development including nutrition, family circumstances, and environment; and relate how the preschool could possibly help to remedy problems in growth.

4. Verbalize methods of helping to create a positive self concept in children.

Curriculum Design and Learning Environment Area: Social

The student will be able to:

1. Design classroom experiences or play situations in which positive social communications are taught and encouraged between two children.

2. Describe and plan small group activities which require cooperation between small groups of children.

3. Describe and prescribe social activities for the child who demonstrates poor social skills.

4. Be able to demonstrate a knowledge of the different social abilities of each age level in the preschool.

Curriculum Design and Learning Environment: Language

The student will be able to:

1. Describe experiences for the child that allow for language expression and two-way communication, one for each age level.

2. Understand the significance of language skills to total intellectual development for each age level.

3. Speak properly and provide an accurate language model for children.

4. Provide for listening experiences conducive to a child's age and ability.

Curriculum Design and Learning Environment: Physical

The student will be able to:

1. Design and implement a series of activities to develop gross motor skills appropriate to each age level.

2. Design and implement a series of activities to develop fine motor skills appropriate to each eage level.

3. Coordinate the use of gross and fine motor skills in the total developmental program.

Curriculum Design and Learning Environment: Cognitive

The student will be able to:

1. Design and create activities in which the child must learn comparisons, classifications, categorizations, building vocablulary...and making judgements (Hare & Hare, 1977); and exploration, curiosity, deductive and inductive reasoning, hypothesis testing, and divergent thinking (Segal & Manbug, 1981).

2. Coordinate these cognitive challenges into a whole program that accommodates each child within the entire program.

Curriculum Design and Learning Environment: Creative

The student will be able to:

1. Understand and design activities which encourage free expression in art, music, and imaginative play.

2. Understand the use of creative techniques within the framework of social, physical, cognitive, and language skill-building principles.

Behavior Management

The student will be able to:

1. Explain the best method of discipline and behavior management for a number of hypothetical situations with children from 2 to 5-years-old, one-on-one, and in groups.

2. Explain the benefits for and methods of creating a positive reinforcement standard in a child care situation.

The Law and Children

The student will be able to:

1. Explain the laws in regards to child care facilities, employee responsibilities and liabilities, and child abuse

and neglect.

2. Explain a fire emergency procedure.

Health and Nutrition

The student will be able to:

1. Describe symptoms and solutions to common health problems of preschool children and help parents understand these problems.

2. Describe methods of promoting proper health and nutrition principles to the children throughout the day.

3. Coordinate health and nutrition practices within the entire preschool curriculum structure including menu planning and food preparation.

Classroom and Program Management

The student will be able to:

1. Explain the best methods of employing lesson plans and spontaneous activities within a classroom to coordinate the plans for a smooth flow within the setting.

2. Work cooperatively with other staff members in organizing and implementing a preschool plan.

History and Background

The student will be able to:

1. Briefly explain the evolution of the child care business and its future directions.

Parental Relations

The student will be able to:

1. Establish personal contact with each parent in a postitive, helping and caring way for the benefit of the

child and the establishment.

2. Explain the perceptions that parents recevie from staff and children and judge each communication according to its merit and future implications.

Safety and Children

The student will be able to:

1. Explain what constitutes a safe child care environment and features of an unsafe one.

2. Teach safety practices to children including electrical, traffic, fire, medicine, stangers, water, and other dangers that might face children.

3. Know how to deal with any emergency including accident, fire, and sickness.

Staff Relations

The student will be able to:

1. Explain and discuss the reasons and need to maintain open communications between staff members.

2. Demonstrate a knowledge of how to plan, prepare, and implement a cooperative program with other staff members in the child care center.

APPENDIX G

PRESCHOOL PROGRAM OBSERVATION CHECKLIST

Preschool Program Observation Checklist

Name of staff member being observed: _____

Date of observation: _____

Observer: _____

Directions

Please indicate by a "yes" or "no" response your opinion of the above staff member's achievement of the following:

1. Have you observed written lesson plans for the staff member's daily or weekly program? _____ If "yes," were behavioral objectives outlined? _____

2. Do you believe that the staff member has a general idea of the developmental characteristics of the children she teaches? _____

3. Was the teacher able to manage the classroom and the children for an effecient and orderly program? _____

4. Did the staff member have an idea of short and long-range goals for her group of children? _____

5. Did the staff member verbalize about her program, her goals, and her plans for specific children? _____

6. Was there a semblence of a teaching/learning situation present with this staff member? _____

The rating of "good" for this staff member would be obtained if the following guidelines were met:

1. Behavioral objectives were outlined.
2. Observable lesson plans were utilized.
3. Long-range goals were verbalized.

Would you rate this staff member's ability in the preschool as good? _____

APPENDIX H

CLASS ORGANIZATION AND PROJECTS

Class Organization and Projects

The Class sessions were as follows:

Child Growth and Development	3 hours
Child Growth and Development	3 hours
Child Growth and Development	3 hours
Learning Environment (social)	3 hours
Learning Environment (cognitive)	3 hours
Behavior Management	3 hours
Staff and Parental Relations	4 hours
Classroom/Program management	3 hours
Health and Nutrition	4 hours
Learning Environment (language)	3 hours
Learning Environment (physical & review)	4 hours
Safety and Children	3 hours
Learning Environment (creative & review)	4 hours
History and The Law	3 hours
CPR training	8 hours
Learning Environment (Indiv. Diff.)	3 hours
Learning Environment (Creating programs)	3 hours
Learning Environment (review)	7 hours
First Aid (individual times)	8 hours

Tests were given at any time. Assignments were due as required.

Projects Required by Staff-in-Training:

1. Design three classroom centers (one for each of the 2, 3 and 4-year-olds) according to the Piagetian principles--nine centers. Can the challenges in one center be increased in magnitude and scope to accommodate the learning style and potential of the older children? What functional area are you anticipating that these centers will service (social, creative, language etc.)?

2. Your State Legislator considers you an expert in the child care field and she wants you to write her a letter outlining your concerns for the child care business in Florida. She will use your ideas to introduce new legislation. What are they?

3. Select three children that you work with on a daily basis. Write one lesson for each according to their needs in each of the following functional areas--cognitive, social, and physical. Outline your reasons for selecting this activity for each particular child according to your perception of their needs. Why is this activity appropriate for this child?

4. Make one activity project that could be used with 3 or 4-year-olds emphasizing safety skills. Be sure to write directions and objectives that you hope will be satisfied. Use common household items only in the preparation.

APPENDIX I .

ADDITIONAL INFORMATION TO THE IMPLEMENTATION PROCESS

ADDITIONAL INFORMATION TO THE IMPLEMENTATION PROCESS:

1. A small resource library of current teacher materials for use in planning and implementing activities in the preschool was provided by the writer for the staff-in-training.
2. Trainees were required to "make and take" according to the current assignment. They learned in an active way.
3. Although there was no specific developmental theory used as the sole source of ideas for children's growth, the theories of Piaget were considered the most appropriate for this program. The writer's personal philosophy prevailed.
4. Resource people included the local Health Department inspector, the medical doctor in the community, public school personnel and others as the curriculum unfolded.
5. Training sessions were designed around the open-ended discussion format. If the trainees expressed a particular interest in some aspect of the program which might have deviated from the writer's plan (but nevertheless provided a stimulus for further discussions related to children), the writer allowed and encouraged the discussion.
6. There were four projects due:
    a. One in child growth and development.
    b. Two in learning environment.
    c. One in the overall design of the preschool program.
7. Each week, short reading assignments were given. All of the assignments provided the trainee with information and ideas that would be applicable for their class and their

children, and would further reinforce the classroom discussions.

8. Materials needed were secured from the supplies at Tiny Tots. All sessions were held at the facility.